

The Teachers College Journal — Volume XXXII

October, 1960 – May, 1961

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- "Mathematics and Modern Thinking," Will E. Edington, December, 1960, No. 3, pp. 85-87.
- "Music at the Junior High School Level," Martha Pearman, March, 1961, No. 5, pp. 118-120.
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- "Outdoor Education—Martha Pearman, March, 1961, No. 5, pp. 129-130.
- Panel Discussion: Third General Session, October, 1960, No. 1, pp. 38-39.
- "Physical Education at the Junior High Level in the Laboratory School," Louise Pound, Charles Kitaoka, and Stanley Smith, March, 1961, No. 5, pp. 124-125.

1. The supervising teacher should get a copy of the student teacher's transcript so that the former may evaluate the strengths and weaknesses of the student teacher's background.

Weaknesses noted in backgrounds of student teachers included: (a) biology majors did not have enough chemistry; (b) it is not possible for an individual to have a restricted area in general science and be prepared to teach in that area. (Perhaps something could be done by the State Licensing Commission to be more selective in granting licenses for general science teachers.)

3. It is probably a good idea to inform the student teacher on visitation day of the material he will be teaching and in this way the student teacher could prepare his units in advance.

4. The student teacher should be given a bigger load during his student teaching as preparation for actual teaching experience. (Two courses in both comprehensive and restricted areas in addition to study hall were suggested as "standard.")

5. Outside work detracts from the efficiency of student teaching.

6. The position of the supervising teacher in working with the student teacher who is not ready to teach or can not teach was mentioned.

7. The possibility of placing the supervising teacher's name on the student teacher's credentials so prospective employers could contact the former was noted.

8. Initiation of a "cadet program" at the college so that prospective teachers could get some teaching experience before the senior year was discussed.

SOCIAL STUDIES DEPARTMENT

Chairman: Cloyd Anthony

**Consultants: C. W. Engelland
Donald B. Scheick
Arthur Dowell**

Topic: The Subject Matter Preparation of Social Studies Student Teachers

Four major questions were discussed:

1. Is there an advantage of a 60-semester hour special over a 40-semester hour comprehensive? The 60-hour program gives preparation in depth essential in good social studies teaching.

2. How can we prepare young social studies teachers who are competent to deal with the how, why and what-effect level—rather than purely factual material?

3. Is the undergraduate preparation too "theoretical" and not enough "practical?"

4. How well does the subject matter studied in college correlate with the subject matter generally taught in the secondary school?

SPECIAL EDUCATION DEPARTMENT

Chairman: Margaret Rowe

Consultant: Rutherford Porter

Topic: Problem of Special Education

Discussion was concerned with the following topics:

1. Time the student teacher should spend in actual teaching, participation, and observation.

2. Observation of other areas within the school program.

3. Group therapy in speech correction. Individual therapy vs. group therapy.

4. The problem of doing student teaching in two areas of special education.

5. The use of lesson plans.

SPEECH DEPARTMENT

Chairman: Ellis Hays

Department Supervisor: Gladys M. Rohrig

Topic: What Can Speech Do for the High School Student?

A social period during which a committee of speech majors presided preceded the discussion.

Secondary supervising teachers participated in a symposium in which they outlined their own philosophy of secondary school speech education:

1. Students often do not realize how important speech education is until they get jobs or enter college. Some basic education in speech should be required of all. In addition, special courses should be offered for the gifted to introduce them to new activities and interests.

2. Beginning speech classes must consider each individual's ability. Speech activities offer a tremendous opportunity for counseling.

3. The speech teacher must have high quality and select quality materials, as high caliber plays.

4. It must be remembered that speaking comes before reading and writing, contrary to emphasis advocated by a nationally-known educator.

5. Speech should be taught to the slow, the average, and the talented students.

- "Planning and Providing Outdoor Experiences in a Winter Camp," Ralph L. Enkoff, March, 1961, No. 5, pp. 131-132.
- "Planning Physical Facilities for the Professional Preparation of Teachers," October, 1960, No. 1, pp. 10-11.
- "Portrait of a Secondary School Library," Ralph Williams, January, 1961, No. 4, pp. 96-98.
- "Selection and Admission Practices in Teacher Education," October, 1960, No. 1, pp. 5-6, 12.
- "Sharing the Problems of Teacher Education with the Public," October, 1960, No. 1, pp. 13-14, 45.
- "Solving Problems Cooperatively," Annie Butler, May, 1961, No. 6, pp. 151-152.
- "Teachers For Young Children," Mildred Thurston, May, 1961, No. 6, pp. 150-151.
- "Teaching Teachers Child Psychology," Israel Woronoff, January, 1961, No. 4, pp. 110-112.
- "Testing Program for the Central School District, Greene County With an Analysis of the First Year's Results," Robert J. Grounds, November, 1960, No. 2, pp. 55, 58-59.
- "The Chances for Survival of Public Education in the United States," Mark C. Shinnerer, December, 1960, No. 3, pp. 80-82.
- "The Drift Toward A Garrison State," Norman Thomas, November, 1960, No. 2, pp. 56-58.
- "The Elementary School Library—An Essential," Marjorie Dobson, January, 1961, No. 4, pp. 92-93.
- "The Elementary School Library in Action," Lois Cobler, January, 1961, No. 4, pp. 93-96.
- "The Function of the Laboratory School in the Teacher Training Program," Tom C. Venable, December, 1960, No. 3, pp. 74-76, 88-89.
- "The Future of the Young Child: Parents and Teachers Accept the Challenge," Elizabeth Mechem Fuller, May, 1961, pp. 141-145.
- "The Junior High Program in the Laboratory School," (Preface) Harley Lautenschlager, March, 1961, No. 5, p. 113.
- "The Teachers College Journal Index," Vol. XXXI, October, 1959 to May, 1960, pp. 64-67.
- "The Teacher's Paramount Research Job," Ian Braley, November, 1960, No. 2, pp. 47-48.
- "To Those Interested in Improving The Teaching and Learning of English," George Smock, January, 1961, No. 4, pp. 101-102.
- "Toward Quality Performance in Teacher Education," Glen E. Eye, October, 1960, No. 1, pp. 3-4, 12.
- Twelfth Indiana Workshop on Teacher Education, Turkey Run State Park, November 8-10, 1959, October, 1960, No. 1, p. 1.
- "What Are Children Like?" Ethel Wright Kunkle, May, 1961, No. 6, pp. 145-146.
- "What Are 'Fads' in Education?" Edgar L. Morphet, December, 1960, No. 3, pp. 78-79, 87-88.
- "What Are Sound Learning Experiences for the Young Child?" Ethel Wright Kunkle, May, 1961, No. 6, pp. 139-141.
- "What Assistance Can I Obtain from AST and How Can I Contribute to Its Effectiveness?" Lois C. Blair, October, 1960, No. 1, pp. 40-45.

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SELECTIVE ADMISSION AND RETENTION TODAY (Continued from Page 13)

sons—including the student—in the selection process; it will utilize comprehensive student personnel records adequately reflecting the growth and potential of prospective teachers in all aspects of their curricular and extra curricular activities; it will utilize the best and most sophisticated types of measurement we are capable

of producing; and it will work toward enabling us to make sounder judgments about those who are preparing to teach. Such a program is a requisite when we view our societal responsibility to literally guarantee that teachers are qualified to begin to teach in such a manner that children and youth will not suffer.

